

Tullahoma City Schools
Foundational Literacy Skills Plan

Approved: May 17, 2021

This Foundational Literacy Skills Plan has been approved by the Tennessee Department of Education and meets the requirements of the *Tennessee Literacy Success Act*. All portions of the Foundational Literacy Skills plan were submitted to the department and approved. To view the supplemental artifacts, please contact the district directly.

Daily Foundational Literacy Skills Instruction in Grades K-2

Our district uses Benchmark Advance, a foundational skills curriculum grounded in reading science and aligned to Tennessee ELA standards as approved by the state Textbook and Instructional Materials Quality Commission. This curriculum includes all five components of a balanced literacy program: phonemic awareness, systematic phonics, vocabulary, comprehension, and fluency. The ELA instructional block is 90-120 minutes in all K-5 classrooms. Instruction is provided in both whole group and small group settings. Students receive explicit and direct instruction that is multi-sensory and differentiated. The curriculum is vertically aligned and includes reading, writing, speaking, listening, and language instruction.

Three times a year, students are assessed using the iReady Diagnostic. This is also used as our universal screener. This data provides teachers with the information needed to provide individualized, diagnostic instruction. Teachers utilize weekly and unit tests, fluency, and comprehension checks, and observation as formative assessments and adjust instruction accordingly. In addition, students who are Tier 2 or 3 are monitored for progress using other assessment measures.

We will continue to implement Benchmark Advance and iReady with fidelity. We will focus on identifying more ways in which these two programs can work seamlessly together. Teachers will have the opportunity to attend professional learning sessions this summer and during our in-service days at the beginning of the 2021-22 school year.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Our district has an integrated literacy block for grades three (3) through five (5) grounded in reading science aligned to Tennessee ELA standards. The district adopted Benchmark Advance. The curriculum selected was from those approved by the state Textbook and Instructional Materials Quality Commission. During the integrated ELA block that meets an evidence-based approach to applying foundational skills within daily lessons, our students receive a total of 90 minutes of ELA instruction.

Benchmark Advance provides explicit and systematic phonics instruction which includes the following:

Purposeful scope and sequence and spiral review with repetition cycle

Frequent application to real reading and writing experiences

Built-in differentiation for efficient use of instructional time

Print and digital phonics tools

The scope and sequence for foundational skills include the following:

Grade 3: Multisyllabic words and syllabic types

Grade 4: Syllable types and morphology

Grade 5: Morphology with Greek and Latin roots

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Approved Instructional Materials for Grades K-2

Benchmark - K-5 Advance

Approved Instructional Materials for Grades 3-5

Benchmark - K-5 Advance

Additional Information about Instructional Materials

We also use iReady Reading and its instructional components.

Universal Reading Screener for Grades K-5. This screener complies with RTI² and Say Dyslexia requirements.

Our schools benchmark students using iReady three times throughout the year. STAR and STAR Early Literacy (available for Pre-K) are also used at some schools. Other screening tools used to drill down to identify deficits include AimsWeb, SPIRE diagnostics, DIBELS, and PWRS/PASS provided through TDOE training.

Students are given a universal screener at the beginning of the school year to identify if they have characteristics of dyslexia. Here are some examples of screeners we use for the different dyslexic characteristics:

Phonological Awareness: PASS, PWRS, QPS, iReady

Phonemic Awareness: PASS, PWRS, QPS, iReady

Alphabet Knowledge: PASS, PWRS, QPS, Readwell Placement, Easy CBM

Sound/Symbol Recognition: PASS, PWRS, QPS, Readwell Placement, Easy CBM

Decoding Skills: PASS, PWRS, QPS, Scholastic Non-Sense Word Test, iReady

Encoding Skills: QPS Spelling, Words Their Way: Study for Phonics, Vocabulary and Spelling

Rapid Naming: Dyslexia Quest (Nessy), DIBELS, RAN Color Charts

If a student shows a deficit in any of these areas, the student is coded as having dyslexia tendencies.

We will review the state universal screener once it is released and determine if we will continue with our current screener or if we'll change.

Intervention Structure and Supports

Students identified at-risk for a significant reading deficiency or identified with a significant reading deficiency are provided intervention daily. Trained staff provide additional time to students requiring Tier II interventions above Tier 1 instruction. Remedial interventions may include SPIRE, Sounds Sensible, Visualizing & Verbalizing, Sidewalks Intervention, FCRR, and ReadWell. Tier II groups meet for at least 30 minutes each day and are monitored every other week. Tier III interventions are in addition to Tier 1 and are longer and more intense than Tier II. These groups meet for at least 45 minutes each day and are monitored weekly. Trained RTI staff works with our students to provide quality research-based instruction. Progress monitoring is done with iReady, EasyCBM, STAR, and other assessments that are available to target and assess various deficit areas.

In several grades, Tier II is provided by the classroom teacher, and Tier III is provided by the interventionist. Tier II for Grades K-2 are reflected on the attached scheduled. Tier III is pull-out and is provided during the day. Students are not pulled from Tier I Reading or Math, Related Arts, lunch, or recess.

Intervention teams meet with stakeholders to discuss progress or lack of and make adjustments as needed. Interventionists are involved in leadership team meetings as well as PLCs at the schools.

Here are examples of the interventions that are used with students who have characteristics of dyslexia:

Phonological Awareness

Seeing Stars

Sounds Sensible (K SPIRE program)

Orton Gillingham

Phonemic Awareness, Alphabet Knowledge, Sound Symbol Recognition

Seeing Stars

Sounds Sensible (K SPIRE program)

Orton Gillingham

SPIRE

Decoding Skills

Seeing Stars

Sounds Sensible (K SPIRE program)

Orton Gillingham

SPIRE

LindaMood Bell

Rewards

Encoding Skills

Seeing Stars

Sounds Sensible (K SPIRE program)

Orton Gillingham

SPIRE

Rewards

Rapid Naming (Fluency)

Orton Gillingham

SPIRE

LindaMood Bell

Rewards

Students who have characteristics of dyslexia are progress monitored bi-weekly with EasyCBM, assessed three times a year on the iReady diagnostic assessment, and assessed every 3-4 weeks on iReady Growth Monitoring. Data team meetings occur each quarter, and student growth/needs are discussed. Changes of intervention are made at that time based on student needs. The RTI Interventionists keep data records on all students served.

Parent Notification Plan/Home Literacy Reports

Our district plans to notify parents by sending home a letter that will use parent friendly verbiage and details the Diagnostic 1 results from the iReady reading universal screener. This information can be shared using the iReady Family Report. ie. "We have recently completed the benchmark testing in Tullahoma City Schools. The iReady test is our district's universal screener and it is given 3 times a year. This benchmark test is helpful when determining if your student is on grade level for reading and if they may need additional help in reading." The test results indicate that (name of student) would benefit from additional help in reading in the area of (teacher to highlight area(s) • Letter names (the alphabet) • Letter sounds and word parts (phonological awareness) • Sounding out words (decoding) • Reading words and sentences in the same way you speak (fluency) • Spelling (Name of student) will be participating in an intervention group with a qualified teacher. Please see the attached copy of the iReady Family Report for details. If you need help understanding or have questions about the report please contact your school principal. Teacher to attach iReady Family Report Our district plans to implement home literacy reports that will provide information on the importance of being able to read by the end of 3rd grade using parent friendly verbiage: ie. "Third grade is an important marker for reading proficiency. Children who are reading on grade level by third grade are more likely to graduate from high school, enter and complete post-secondary programs, and remain gainfully employed later in life. We are dedicated to providing your child with the support they need to reach these outcomes and small group instruction is a great opportunity to target the specific gaps in reading skills your child is experiencing." Our district plans to share information on reading intervention activities for families and the reading interventions provided by the school by suggesting the following: ie. At home you can: • Read a book together every day • Practice sounding out words and talking about letters and sounds • Order a copy of FREE early reader books (decodables) shipped right to your home <https://www.tn.gov/education/news/2021/5/12/free-reading-resources-now-available-for-all-tennessee-families-of-k-2-children.html> • Practice reading the same words and stories over and over to build fluency • Check out these videos that target foundational skills for students in grades Pre-K-2 <https://bestforall.tnedu.gov/course/foundational-skills> At school, (name of student) will be participating in reading interventions, including comprehension and writing, in a small group setting with a qualified instructor. The Tullahoma City School system is committed to your child's academic success and we are glad to have the opportunity to provide your child with the necessary instruction and support he or she may need. You will receive reports on your child's progress at least every four and a half weeks.

Professional Development Plan

A K-5 Reading Coach will work alongside teachers to determine professional learning needs. Various times throughout the year, the coach will seek input from teachers in order to plan worthwhile and applicable professional learning. In addition, the coach will collaborate with building administrators and the Director of Instruction to identify and address areas of need. Job-embedded professional learning is accomplished through the teacher/coach relationship as well.

We have a variety of professional learning opportunities that are available this summer for teachers and educational assistants to attend that will focus on foundational skills. Some examples include:

Benchmark Advance: Exploring Foundational Skills for ELA (Grades K-2), Benchmark Advance: Exploring Word Study Mini-Lesson for ELA (Grades 3-5), K-2 Phonics Team Collaboration, All Things iReady Reading, Making the Most of Intervention in the Classroom, iReady for Beginners, iReady Advanced, iReady: Reflections and Next Steps, and Supporting Vocabulary Development & Informational Text Comprehension with iReady.

Teachers will participate in the state's early literacy courses prior to August 2023.